

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

School name	Rosherville C of E Academy		
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026		
Date this statement was published	December 2023		
Dates on which it will be reviewed	December 2024, 2025 and 2026		
Academic Year	2023-24	2024-25	2025-26
Number of pupils in school	141	147	156
Proportion (%) of pupil premium eligible pupils	44%	43%	39%
Statement authorised by	Alice Martin (Headteacher)		
Pupil premium lead	Alice Martin		
Governor / Trustee lead	Emma Bonner		

Funding overview

Detail	2023-24	2024-25	2025-26
Pupil premium funding allocation this academic year	£82,935	£88,800	£90,370
Recovery premium funding allocation this academic year	£8,265	£0	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Pupil Premium £20,142 Recovery Premium £4,323	£22,267	£14,040

Total budget for this academic year	£115,665	£111,067	£104,410
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Part A: Pupil premium strategy plan

Statement of intent

It is evident that the pandemic did disproportionately affect the most disadvantaged within our communities, putting them further back, academically, and socially than their non-disadvantaged peers. Our disadvantaged pupils will receive quality first teaching daily. Our plan seeks to redress the balance between disadvantaged pupils and their peers. Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underpins success in school. Early language, rich vocabulary and high-quality reading experiences and focused interventions are key to providing opportunities and access to a full curriculum and a love of literature. Promoting and providing nutritional, emotional and educational outcomes through targeted high quality interventions will also enable us to improve outcomes for all.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech and Language On entry our disadvantaged pupils need targeted and intensive support to meet the Year 1 Phonics Standards (76% in 2023) There is a lack of vocabulary (linked to limited reading experiences) and this poses a significant barrier in the classroom and can contribute to attainment gaps between disadvantaged and non-disadvantaged pupils.
2	Attendance and punctuality Poor attendance habits have seen a resurgence post pandemic with some hard-to reach families requiring intensive support. There is not the value placed on attendance from some families and a lack of engagement from some (last year's attendance was 94.7%). This is widely recognised as a National issue.
3	Academic support Our disadvantaged pupil have gaps in their learning and will need extra help to catch up and also to link knowledge together into recognised schemata. Some pupils have a limited vocabulary due to a lack of reading experiences and appropriate adult interaction which therefore creates a significant learning barrier in the classroom. Support is needed to close the attainment gap particularly in reading.
4	Experiences and opportunities

	Financial support is required to provide enrichment activities that can be accessed by all children. Many of our disadvantaged pupils often will not experience activities beyond our immediate community, therefore, they struggle to draw upon experiences to help with their learning. These limited experiences may also extend to pupils not being encouraged to participate in extra-curricular activities.
5	Wellbeing Some children have low levels of emotional and physical wellbeing and this affects their ability to engage fully in all aspects of school life. Many of our disadvantaged pupils experience significant challenges in their lives such as financial strain and family mental health which children find difficult to communicate.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance for children who are disadvantaged by providing high quality interventions and engagement with all parents through the FLO and Local Authority Attendance Officer.	Attendance for all groups is above 96% Persistent absence for all children is below 8% Parental attendance at workshops is above 50% of PP and increases over time.
Provide financial support in order for pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6).	All pupils have experienced a range of workshops and visits (locally and further afield) to enrich the curriculum experiences. Attendance of disadvantaged pupils at extra-curricular clubs continues to increase.
Ensure that all children have access to the necessary resources that ensure they are equipped to thrive e.g. technological, nutritional and educational.	Improved attendance at breakfast club. Families attend Cookery Club hosted by catering company. Educational resources are provided where appropriate.
Encourage a lifelong love of Reading and ensure that children have access to high quality texts.	All titles endorsed by The Book Trust are available in class libraries. Children can talk confidently about the books that they have read and why they chose them. Children can access local library services.
Continue to embed the full Little Wandle Phonics programme throughout the school and train staff to a high standard. Involve parents in the programme and resources to upskill them in how they can support.	Phonic outcomes in all year groups (Years R-2) improve and Year 1 screening is at least inline with National %. Increased levels of parental confidence and engagement in supporting children with phonics and reading.
Continue with pedagogical development (Trust Principles) and training opportunities for teachers and subject leaders, enabling excellent quality first teaching that develops increased memory power.	Retrieval practice and assessment shows that key knowledge from each term is reattained and built on systematically. Subject leaders have had opportunities to attend Trust BPT training and other high-quality subject specific professional development

Use the recovery premium to appoint an experienced teacher to work with all pupils (initially in Upper KS2) to support with closing the attainment gap.	Teaching smaller, targeted groups will increase attainment for the disadvantaged pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (2023-24) £55,737
 (2024-25) £55,737
 (2025-26) £55,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Rosenshine's Principles of Instruction and Trust Principles (supported by work of Tom Sherrington).	Research shows that embedding the Principles of Instruction such as modelling, questioning daily and weekly recap, spaced learning and creating schemata have a profound and prolonged impact on sustained knowledge storage and retrieval.	3
Continue to embed an integrated approach to the teaching of Phonics and reading through high quality CPD and resources available.	EEF Toolkit shows that Phonics strategies give an impact of +5 months	1, 3
Continue to develop and embed Kagan Cooperative Learning structures that enable all children to participate.	EEF Toolkit shows that Collaborative Learning Structures give an impact of +5 months	3
Continue to utilise Accelerated Reader and associated reading comprehension strategies.	EEF Toolkit shows that effective comprehension can have an impact of +6 months	1, 3
Provide high quality CPD, training and networking opportunities for teachers, subject leaders and support staff.	Release time provided will enable practitioners to further develop themselves and ensure that curriculum and leadership standards continue to drive forward developments with curriculum and staff trained appropriately to deliver	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: (2023-24) £26,226

(2024-25) £26,226

(2025-26) £26,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use SHINE interventions to provide targeted support for pupils that have fallen behind.	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months) This is further enhanced by the use of specialist TAs in key areas such as Speech and Language .	1, 3
Provide small group tuition from a qualified teacher for those children that have fallen behind to catch up and target gaps from Question level Analysis.	EEF toolkit suggests that targeted small group tuition can have an impact of +4 months.	3
Continue to use a range of proven strategies to support the development of speech and language skills. <ul style="list-style-type: none"> • Support from a trained Speech Therapist • Continue the NELLI programme in EYFS • Continue the ELSA programme in KS1 & KS2 	Oral language skills groups provide up to + 6 months impact. Some of these cross over with S&L programmes such as Emotional Literacy Support (ELSA).	1
Teaching Assistants effectively deployed to deliver high quality interventions and support with daily practice in phonics, reading and recall of spelling and times tables.	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months) This is further enhanced by the use of specialist TAs in key year groups .	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: (2023-24) £33,700

(2024-25) £29,104

(2025-26) £22,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Inclusion, Attendance and Families Officer appointed to support families, challenge poor attendance, and provide emotional support to pupils.	The EEF Toolkit suggest that parental engagement can have an impact of +4 months.	2, 5
Provide targeted emotional support such as: <ul style="list-style-type: none">• Drawing and Talking• Counselling• ELSA• Dog Mentoring	The EEF Toolkit suggest that parental engagement can have an impact of +4 months. This also impacts on other measures such as attendance and improved well-being. Dog Mentoring can set the children up for a successful day/week.	5
Provide wider support for families including financial and health support as well as parenting and safeguarding support by proving the role of the Family Support Officer.	The EEF Toolkit suggests that this has a moderate impact at +4 However anecdotal evidence suggests that this is pivotal in providing parents with the support that they need to engage with school	2, 5
Provide opportunities for all pupils to experience Forest School Learning.	Outdoor education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problemsolving, explicit reflection and discussion of thinking and emotion may also be involved.	4, 5
Set up and run programmes that encourage good levels of oracy in key areas of school life - School Council, Leading Lights and Play Leaders.	EEF Toolkit states that this has a +6 Impact Pupil voice indicates that this improved well being and confidence in previous years.	4, 5

Total budgeted cost: (2023-24) £115,665

(2024-25) £111, 067

(2025-26) £104,410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 and 2024 - 2025 academic years.

Also, see below for December 2024 Mid-strategy update.

December 2025 Mid-Strategy update

Aims	Outcome/Impact
Improve attendance for children who are disadvantaged by providing high quality interventions and engagement with all parents through the FLO and Local Authority Attendance Officer.	Targeted work through the FLO and the Local Authority Attendance Officer has strengthened relationships with families is providing earlier intervention. Attendance for some disadvantaged children is improving, with increased engagement from parents who previously found school communication challenging. Although the school's attendance remains below the National Average, at 94.5% (24/25). Attendance of disadvantaged pupils shows improvement from 94.1% (23/24) to 94.4% (24/25) and is in line with the attendance of those pupils who are not pupil premium recipients.
Provide financial support to pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6).	Removing financial barriers has ensured disadvantaged children can take part in curriculum enrichment. Opportunities that have been subsidised for pupils include the Year 6 residential, Young Voices at the O2, visits to places of worship, museums and places of local historical significance. This has had a positive impact on pupil confidence, aspiration, and belonging.
Ensure that all children have access to the necessary resources so they thrive in sessions. This includes; iPad/texts	This year, we have purchased an additional 15 iPads for pupil use. Providing essential learning resources has strengthened access to the curriculum and improved readiness to learn, particularly for families who may not have the means to provide these at home. Children are more able to take part in blended and independent learning, and staff report improved participation in targeted interventions.

	<p>Good attendance at school is supported by the provision of a free Breakfast Club and an after-school provision for pupil premium eligible pupils (65% of attendees are PPG eligible). This year we have also support families with the purchase of school uniform and school shoes to ensure their sense of belonging within the school community.</p>
<p>Encourage a lifelong love of Reading and ensure that children have access to high quality texts.</p>	<p>A strong emphasis on reading culture is helping disadvantaged children develop positive reading habits. Regular reading events, book accessibility, and targeted support are beginning to narrow gaps in fluency and comprehension. Children are more confident choosing from a wide range of diverse, high-quality texts.</p> <p>Reading outcomes for pupil premium pupils is increasing.</p> <p>KS2 Reading outcomes</p> <p><u>2023/24</u></p> <p>70.0% EXS+ (All Pupils)</p> <p>50.0% EXS+ (Disadvantaged)</p> <p><u>2024/25</u></p> <p>70.0% EXS+ (All Pupils)</p> <p>60.0% EXS+ (Disadvantaged)</p> <p>Appointing a HLTA who specialises in reading and in supporting pupils with reading-related needs, such as dyslexia will continue to support pupils to develop a lifelong love of reading.</p>
<p>Continue to embed the full Little Wandle Phonics programme throughout the school and train staff to a high standard. Involve parents in the programme and resources to up-skill them in how they can support.</p>	<p>The Little Wandle programme is now firmly embedded, and training for staff has improved consistency and teaching quality across early reading. Disadvantaged children are benefitting from precise assessment and rapid catch-up. Workshops and take-home resources have started to build parental confidence, particularly for families with low language skills. Uptake for these sessions is increasing with 60% of invited families attending the session in the Summer term 2025.</p> <p>Our Phonics attainment in 2024/25 was below national at 55%. This cohort consisted of 35% PPG and 55% EAL pupils and 1 pupil who had only been in</p>

	<p>the country for a few weeks and so they had not completed the requisite phonics programme in preparation for the screening. The pupils who did not attain the phonics standard will take part in the Rapid Catch-Up programme and receive targeted daily practice sessions to prepare them for their Year 2 retakes.</p> <p>63% of Year 2 pupils who retook their phonics screening in 2024/25 passed. Of the 3 pupils who did not pass the retake, 1 pupils is on the ADHD pathway and displays significant difficulty with concentration, 1 joined the school in May 2025 so had not received the full phonics learning programme at our school and 1 is undergoing investigations for SEND that may be contributing to her reduced focus and engagement during lessons and also her sensory-seeking behaviours.</p>
Continue with pedagogical development (Trust Principles) and training opportunities for teachers and subject leaders, enabling excellent quality first teaching that develops increased memory power	<p>Ongoing professional development is improving quality-first teaching and supporting subject leaders to drive stronger curriculum practice.</p> <p>Disadvantaged children are increasingly supported through clear teaching routines, better vocabulary instruction, and improved scaffolding. Staff are becoming more confident in approaches that support memory and retention.</p>
Use the recovery premium to appoint an experienced teacher to work with all pupils (initially in Upper KS2) to support with closing the attainment gap.	<p>Appointing a highly skilled teacher to work with targeted groups has had a positive impact on attainment and confidence, particularly in Upper KS2. Interventions are sharply focused, and the small-group model is helping disadvantaged children to make progress. Early evidence shows improved outcomes in reading, writing, and maths.</p> <p>Our Year 6 combined for Pupil Premium pupils attainment increased throughout the year to 40% (4 of 10 pupils). In comparison to the previous year (2023/24) although 50% of PPG pupils achieved the combined score this was still 4 pupils (of 8) due to less PPG in the 2023/24 cohort.</p> <p>Of the 6 PP children that did not achieve the combined expected score in Reading/Writing/Maths, 3 had an EHCP, 1 was EAL and 1 had significant home issues in the weeks before the</p>

	assessments with an attendance of less than 75%.
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December 2024 Mid-Strategy update

Aims	Outcome/Impact
Improve attendance for children who are disadvantaged by providing high quality interventions and engagement with all parents through the FLO and Local Authority Attendance Officer.	Although the school's attendance remains below the National Average, there was an improvement in attendance (all pupils) from 94.1% (22/23) to 94.3% (23/24). During this period, attendance of disadvantaged pupils improved from 91.3% (22/23) to 92.1% (23/24).
Provide financial support to pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6).	Throughout the year, all disadvantaged pupils, have had trips visits subsidised/fully paid for to provide them with enriched experiences. These included: Imperial War Museum, Tate Modern, Year 6 residential, Young Voices at the O2, visits to places of Worship, Canterbury Cathedral. These opportunities have offered our pupils with opportunities and experiences that have enhanced their learning and cultural capital. This has led to better engagement in lessons, accounts for improved attendance and behaviour.
Ensure that all children have access to the necessary resources so they thrive in sessions. This includes; iPad/texts	We purchased some new devices earlier in the year enabling additional devices (tablets) to be used by Pupil Premium pupils in class and access educational platforms that the school subscribes to. Purchased devices in September. A greater percentage of pupils attend breakfast club provision over the year. 53% of the children that attend breakfast club are Pupil Premium.
Encourage a lifelong love of Reading and ensure that children have access to high quality texts.	Throughout the year we have purchased texts and resources to support high quality teaching of reading and English. Reading outcomes @ End of Key Stage 2 <u>2022/23</u> 71.4% EXS+ (All Pupils) 57.1% EXS+ (Disadvantaged) <u>2023/24</u>

	<p>70.0% EXS+ (All Pupils) 50.0% EXS+ (Disadvantaged)</p> <p>There were 20 pupils in our year 6 cohort, last year, and we had some high percentages in terms of their demographics and contextual make up. 4 of the Year 6 cohort have joined the school during years 5 and 6. Within the cohort 8 are disadvantaged and 4 are on the SEND register. 12 pupils within our year 6 cohort have English as an Additional Language. As a year group they have attendance of 94% (which has improved from 91%) and 3 pupils with Persistent Absence.</p>
<p>Continue to embed the full Little Wandle Phonics programme throughout the school and train staff to a high standard. Involve parents in the programme and resources to up-skill them in how they can support.</p>	<p>In the summer term we had a full Early Reading English Hub review which identified strengths and areas to further develop/implement. We were provided with £2,000 to spend on texts and resources for our Synthetic Phonics Programme.</p> <p>Our Phonics attainment is below national at 61% and children will receive targeted intervention between now and their year 2 re-takes.</p> <p>4 pupil premium pupils did not pass the phonics screening check. 1 has an EHCP, 1 received SEND Support, and two had below average attendance.</p> <p>Post screening we have ensured that all Little Wandle assessments are completed daily intervention continues and new staff joining the school are fully trained including new staff going into KS1 revisit training.</p> <p><u>Year 2</u></p> <p>This year we have held two parent workshops and attendance was strongest at our Early Reading workshops which provided an opportunity for parents to ask questions, learn how we do things and talk to staff. Parents of pupil premium were in attendance.</p>

Continue with pedagogical development (Trust Principles) and training opportunities for teachers and subject leaders, enabling excellent quality first teaching that develops increased memory power	<p>As a small school, although it is sometimes challenging, we have extremely good attendance at Trust Best Practice Groups where collaboration and pedagogy are discussed and shared.</p> <p>Our pupil premium budget is used to pay our highly skilled support staff/HLTAs who provide release for leaders and subject leaders to attend these extremely valuable sessions.</p> <p>Leaders then build time in school to disseminate to the wider staff team enabling all pupils to benefit from highly trained staff enabling them to flourish.</p> <p>Evidence where this has made a difference to classes/pupils</p>
Use the recovery premium to appoint an experienced teacher to work with all pupils (initially in Upper KS2) to support with closing the attainment gap.	<p>We employed a qualified teacher to lead teacherled interventions across years 5 and 6.</p> <p>Our year 5 Pupil Premium readers with expected+ closed the attainment gap from 32% at the start of the academic year to 6% in July 2024.</p> <p>Our Year 6 combined for Pupil Premium pupils attainment increased from 25% at the start of the year to 50% at the end of year. This is an increase from 43% in 2023.</p> <p>Of the 4 PP children that did not get the combined in Reading/Writing/Maths, 3 receive SEN Support and one had attendance around 50%.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rising Stars Shine Intervention programme	Hachette Learning
Seesaw	Seesaw

Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
FFT Aspire	The Fischer Family Trust
Accelerated Reader	Renaissance
White Rose Maths	
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd

December 2025 Mid-Strategy Update: PiXL Primary package purchased for Autumn 2025.